



National Reporting System

Fall Directors Meeting

October 15, 2010

Maple Hill Farms



DEPARTMENT OF EDUCATION

Adult Ed

STATE OF MAINE



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Agenda

- Debrief OVAE Federal Monitoring Visit
- Re-establishing Local Program Monitoring
- Review of NRS
- PD Summary and Portal
- Career Pathways



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Debrief OVAE Federal Monitoring Visit

Commendations:

- Partner Support
- Portal
- Participation in National Projects – LEA/STAR
- College Transitions
- Longitudinal Data System Grant
- Career Pathways



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Debrief OVAE Federal Monitoring Visit

Findings:

- Disbursement of Funds - reimbursement
- Match Funds – eligible activities only
- Insufficient Monitoring
- Data Quality –quarterly submission of req'd data
- MAEMIS – minimally compliant with lots of human intervention



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Debrief OVAE Federal Monitoring Visit

Findings:

- RFP – 5% admin, 12 funding considerations
- Data Quality Checklist
- EL Civics – citizenship with English language instruction
- GED Testing – facility, training, monitoring



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Debrief OVAE Federal Monitoring Visit

Next Steps:

- Revise DQC with Improvement Plan
- NRS and GED Examiner Training
- New MIS for Adult Education
- Disburse Funds thru Reimbursement
- Re-establish Local Program Monitoring -
data/records audit, financial audit, GED testing
compliance



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Local Program Monitoring

- All AEFLA Programs and GED Testing Centers by June 30, 2011
(Bob to explain process)



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NRS Refresher

- Implementation Guide – read, review with staff and submit signed verification by Dec 31, 2010
- What is the NRS?
- Why is the NRS important?
- Goals of the NRS: identify measures for reporting, establish methods for data collection, develop performance standards



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Major Changes

- Race & Ethnicity
- GAIN added as an approved assessment and section on how assessment are approved by ED
- Procedures for documenting progress of ASE students in diploma programs
- Clarification on reporting employment measures



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Core Measures (for all students receiving 12 or more hours of service) – central to NRS

Core Outcome Measures:

(tied to performance standards & program effectiveness)

- educational gains
- entered/retained employment
- receive diploma/GED
- placement in post-secondary



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Core Descriptive Measures:

- Race/Ethnicity
- Gender
- Age
- Labor Force Status
- Public Assistance
- Rural Residency
- Disability Status



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Core Descriptive Measures

Learner's main and secondary goals for attending:

- obtain a job, retain/improve current job
- secondary school diploma or GED
- enter postsecondary education or training
- improve basic literacy/English language skills
- acquire citizenship
- work-based project learner goal
- other personal goals



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Goal Setting

It is the state's expectation that programs will have established student centered intake and goal-setting processes aligned with the state's adult education standards and performance indicators. These program standards address setting goals for instruction and should be developed cooperatively with the teacher and learner. In setting these goals, it is important that a means of assessing the goal is identified to assure that the learner understands the target. Instructional goals should be re-evaluated on an on-going basis as the learner progresses.



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Goal Setting

When setting goals for the National Reporting System, programs should make sure the goal of high school completion and entrance into post secondary education are achievable within the program year. For example, a learner who enters your program with a goal of entrance into post secondary education may or may not be able to achieve that goal within one year. If the learner is an EFL 5 or 6 and you are certain the learner will be able to complete his/her course of study in one year, then the goal is achievable. If the learner is a EFL 1, 2, 3 or 4 and you are certain that the course of study will take more than one program year to complete, do not list it as the learner's goal. Learner goals for the NRS should be re-evaluated on an annual basis at a minimum.



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Core Participation Measures:

- Contact Hours
- Program Enrollment Type
ABE, ASE, ESL, family literacy, workplace programs, correctional facilities, community correctional programs, other institutional programs
- States not required to report on secondary measures



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Educational Gain – all learners

- Program decides skill areas to assess based on student's instructional needs and goals (WHEN?)
- After a pre-determined amount of instruction determined by state, the program conducts followup assessments of students in same skill areas (WHEN?)
- Determine if progress within same level or advanced one or more levels



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CASAS Testing

- Based on appraisal - pre-test within first 12 hours of attendance
- Post-test after 70 hours of instruction (except for high-intensity programs meeting 15 or more hours/week – after 40 hours)
- If a learner exits a program and returns within the same program year, previous test can be used for re-placement only if within 3 months of exit



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CASAS Testing

- Test scores from spring can be used as pre-test scores returning in the fall
- Pre-post within same series of tests (Life Skills or Employability)
- Only post-test at same instructional level or no more than 1 level higher than pre-test
- Look to policy guide for correct EFL placement



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Outcome Measures:

- Other outcome measures are followup measures reported after exit
- Apply only to learners with goals related to that measure
- NOTE – outcome measures in not attainment of goal, but percentage achieving the goal of those who have it as a goal



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Workplace Project Learner Goal

- Students enrolled in 30 or less of instruction with goal of teaching workplace literacy
- Programs do not collect core outcome measures on these students
- Allows programs to serve learners with short-term need without having detrimental effect on core outcome measure performance



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Educational Gain

- Measures primary purpose of ABE programs, so all learners counted
- May be reported through Carnegie units awarded in diploma programs
- At low and intermediate levels, reading and writing skills are identical for both ABE and ESL, but higher for ASE b/c it's designed to be highest level



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Educational Gain

- Place according to lowest functioning level
- Distance education students should be pre- and post- tested after the same amount of instructional time as other students, but in person
- Staff are required to be trained to administer assessment
- If students are not post-tested, no advancement can be determined



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Time Period to Collect Outcome Measures:

- Entered employment – 1st qtr after exit
- Retained employment – 3rd qtr after exit
- Placement in postsecondary – anytime after exit within reporting period
- Receipt of diploma/GED – anytime after exit within reporting period



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Data Collection

- Must be reported quarterly (by 15th of month following end of quarter)
- All core measures required – with MAEMIS required human intervention
- Students must be informed about the use of their social security numbers
- Data Quality Checklist



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Questions?